



Juvenile Justice Training Academy Lesson Plan

Program: Juvenile Probation Supervision Officer Basic Course		Citation Source: TAC 37 Chapter 344
Required by: <input type="checkbox"/> Texas Statute <input checked="" type="checkbox"/> Texas Administrative Code <input type="checkbox"/> Professional Development		
Course Title: Adolescent Development and Behavior		
Developed By: Cherish Yenzer, Curriculum Developer		Date: April 1, 2015
Revised By: Delisha McLain, Curriculum Developer		Date: February 1, 2018
PARAMETERS		
Course Duration: 2.00 Hours	Minimum Maximum Participants Recommended: 5 - 50	
Instructional Setting: Classroom	Target Audience: Juvenile Probation Supervision Officers completing mandatory training.	
COURSE DESCRIPTION		
<p>This course will discuss adolescence and its typical developmental benchmarks. It will explain how behavior during this time can lead to delinquency and strategies we can use when working with adolescents in the juvenile justice system.</p>		
APPROVALS		

Technical Authority

Dr. Madeleine Byrne, Director of Treatment Date
State Programs and Facilities

Training Authority

Chris Ellison, Manager Date
Juvenile Justice Training Academy

Training Authority

Kristy Almager, Director Date
Juvenile Justice Training Academy

OBJECTIVES

At the conclusion of this course, participants will be able to:

1. Identify typical developmental benchmarks juveniles experience during adolescence.
2. Examine how adolescent development influences behavior and delinquency.
3. Outline strategies juvenile justice professionals can use to empower juveniles in these critical areas of development.

INSTRUCTOR MATERIALS

1. TJJD Approved Lesson Plan, February 1, 2018
2. Power Point Show, February 1, 2018
3. Copy of Current Participant Guide, February 1, 2018

PARTICIPANT MATERIALS

1. Participant Guide, February 1, 2018

REFERENCES

1. American Psychological Association. *A Reference for Professionals-Developing Adolescents*. www.apa.org/pi/pii/develop.pdf. Accessed December 20, 2017.
2. Rebloggy. Top Tumblr Posts. Black and White Anxiety Teenager. <http://rebloggy.com/Black+and+White+anxiety+teenager+anger+Movie+Quote+insanity+black%26white+adolescence+les+quatre+cents+coups+the+400+blows+juvenile+delinquent/search/bestmatch/page/4>. Accessed January 2, 2018.
3. Refe99. Home. *Adolescence* <http://refe99.com/quotes/adolescence/page/5/>. Accessed December 20, 2017.
4. The Freechild Project. *Understanding Adulthood. A Key to Developing Positive Youth-Adult Relationships*. www.nuac.org/articles/pdf/understanding_adulthood.pdf. Accessed December 24, 2017.
5. The Future of Children. Adolescent Development and the Regulation of Youth Crime. *The Future of Children: Juvenile Justice*. <https://futureofchildren.princeton.edu/>. Accessed December 24, 2017.
6. YouTube. *How to Vacation with Moody Teens*. <https://www.youtube.com/watch?v=Fl-mqNHuvP8>. Accessed December 20, 2017.
7. Ibid. *The Teen Brain: Under Construction*. <https://www.youtube.com/watch?v=f9Ya0mHsIgM>. Accessed December 20, 2017.

ACKNOWLEDGEMENTS

1. Texas Juvenile Justice Department. Juvenile Justice Training Department. *Adolescent Physical Development-Exercise Related Health Risks*. August 4, 2010.
2. Ibid. Juvenile Justice Training Department. *DCR 0300-41 Direct Care Staff New Hire-Juvenile Health*.

April 1, 2015.

3. Ibid. Juvenile Justice Training Department. *JPO | JSO Supervision Officer Course. Trauma-Informed Care | A Focused Approach*. January 1, 2018.

EQUIPMENT AND SUPPLIES

- | | |
|--|--|
| <input checked="" type="checkbox"/> Projector | <input checked="" type="checkbox"/> Screen |
| <input checked="" type="checkbox"/> Laptop computer | <input type="checkbox"/> Post-it Notes |
| <input checked="" type="checkbox"/> Chart Pad(s) or White Board: 1 | <input checked="" type="checkbox"/> Laser Remote |
| <input checked="" type="checkbox"/> Easel Stand (s) | <input checked="" type="checkbox"/> Batteries for Laser Remote |
| <input checked="" type="checkbox"/> Marker(s) | <input type="checkbox"/> Other |

SCHEDULE

Introduction	15:00
Section I: Developmental Benchmarks.....	45:00
Section II: Delinquency.....	30:00
Section III: Support Strategies	25:00
Final Thoughts.....	05:00

LEGEND



For Your Eyes Only

This is information for the Trainer only – it is facilitator guidance (i.e. Activity Instructions)



Speaker Notes

This will indicate information to be shared with participants



Action

This will direct facilitator when to do something (i.e. click to activate bullets, start media if necessary, chart participant responses)



Activity

This will indicate activity (small or large; individual or collaborative) before continuing on with presentation

Note: Unless otherwise indicated in the lesson plan and based on class size, the trainer has the discretion to use a designated group activity as an individual activity. The trainer

shall process the activity, whether as designated or individually in an effort to maximize the learning environment for the participants.

IMPORTANT TRAINER INFORMATION

1. Prepare a **Parking Lot**. If a particular training course lends itself to potentially lengthy discussions that compromise training time, trainers are encouraged to prepare and use a Parking Lot in an effort to manage questions and time constraints efficiently. The Parking Lot is a piece of blank chart paper, titled **Parking Lot**. Paper is placed on a wall at the beginning of the training session, easily accessible to everyone. If the Parking Lot is used, place several pads of post-it® notes on participant tables for use during the training session and provide participants instructions on how a Parking Lot is used during training.

The Parking Lot's purpose is to track questions asked by participants and allows trainer to either research an appropriate answer or respond to the question at the applicable time during the lesson plan. Prior to ending the training session, the trainer will review questions posted on the Parking Lot to determine if all have been answered or if additional research is needed. Trainer will either ask participants to confirm all posted questions have been answered satisfactorily or will acknowledge to participants the need to seek additional clarification from a subject matter expert (SME), the curriculum developer (CD), or other approved resource. A follow-up email should be provided to participants in the training session.

2. Cover all activities unless marked Optional.
3. Time noted for an activity represents the entire activity process: introducing the activity, performing the activity steps, and debriefing the activity. During assigned activities, participants should be informed they have a "few" minutes to complete an activity instead of a set number of minutes (example: 10 minutes). This allows the trainer to shorten or lengthen time as needed.
4. During question and answer sessions or activities:
 - a. Questions followed by the (*Elicit responses.*) statement – should be limited to 1 or 2 participant responses. These questions are used to gain audience acknowledgement and not meant to be a lengthy group discussion.
 - b. Questions followed by an italicized (suggested) response – are to be covered by the trainer or participants. If participant responses do not cover the complete italicized response, the trainer will provide participants with the remaining information. The responses provided are suggested best answers as approved by the Technical Authority. If participants suggest other responses, encourage them to explain their choices.

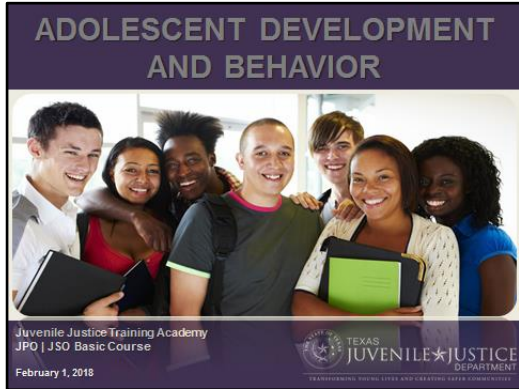
Word Map

To create a word map, first choose your topic. Write topic in the center of a whiteboard or chart

paper. A whiteboard is suggested as it gives you more space to work with. Use the question in the lesson plan to prompt participants to say the first things they think of and write down what they say about the topic. Draw a line between the answers and the topic to connect the ideas together. Once word map complete, continue with the lesson plan.

Disclaimer

The following curriculum was developed by the Texas Juvenile Justice Department. Approved curriculum is signed by both a Technical and Training Authority. The Certification exam is based on approved TJJD standardized curricula. TJJD is mindful some examples referenced in the lesson plan may not be applicable in particular counties. Deviations regarding the material are discouraged; however, enhancements explaining local policy and procedure without breaching the fidelity of the information are supported. If a participant requires additional information beyond the scope of this curriculum, refer the participant to his (or her) immediate supervisor.



Slide 1: Introduction

Instructor's Corner:

PG: 5

Trainer Notes:



INTRODUCTION

(Welcome participants to the course and discuss the agenda including information on breaks, lunch time, and other pertinent information. If using the "Parking Lot," prior to class, prepare a chart to use later as noted in the Important Trainer Information section of the LP. Place Post-it® notes on the tables or next to the Parking Lot chart for participant use.)

(The Texas Juvenile Justice Department is mindful some examples referenced in the lesson plan may not be applicable in certain counties or facilities. Deviations from this TJJD approved curriculum are discouraged; however, enhancements explaining local policy and procedure without breaching fidelity of the information are acceptable.)

Welcome to *Adolescent Development and Behavior*. Today we will talk about juveniles and their typical adolescent behavior, how that behavior affects delinquency, and strategies you can use when working with them.

(For the following question, create a word map on a whiteboard or chart paper to provide a visual aid to participants. See the Important Trainer Information at the beginning of this

lesson plan for specific instructions on how to create a word map.)

(On the chart paper or whiteboard, write the words “typical teenager” large enough so all participants can see.)

Q: When you think of a “typical teenager” what words immediately come to mind?

A: (Examples: lazy, moody, reckless, sleep, hungry, active, and attitude.)

Most typical teenagers are moving toward independence, are often moody and challenge authority, and frequently emotional. Although most teens will try to meet reasonable expectations, they frequently irritate the adults they are around, leaving those adults angry and upset. As juvenile justice professionals, we have to look past the behavior and understand the motivation behind teenage behavior, in order to provide them with the help they need.

Let’s look at our objectives for the day.

Objectives

- Identify typical developmental benchmarks juveniles experience during adolescence.
- Examine how adolescent development influences behavior and delinquency.
- Outline strategies juvenile justice professionals can use to empower juveniles during these critical areas of development.

February 1, 2018 Texas Juvenile Justice Department Juvenile Justice Training Department 2

Slide 2: Objectives

Instructor's Corner:

PG: 5

Trainer Notes:



Objectives

(Ask different participants to read each of the performance objectives).

At the end of the course today, you should be able to:

1. Identify typical developmental benchmarks juveniles experience during adolescence.
2. Examine how adolescent development influences behavior and delinquency.
3. Outline strategies juvenile justice professionals can use to empower juveniles during these critical areas of development.



Slide 3: Developmental Benchmarks

Instructor's Corner:

PG: 5

Trainer Notes:



DEVELOPMENTAL BENCHMARKS

Q: Why do you think understanding the development of adolescents is important? (*Elicit responses.*)

Understanding the development of adolescents can provide important insight into why they do the things they do. This will not only help with supervision, but can lead to positive rapport and trust.

Let's do a quick activity.



For Your Eyes Only - Activity: Let's Reminisce

1. Individually, have participants answer each question in their participant guide.
2. Inform participants there are no wrong answers and their answers will not be shared with the large group.

3. Once finished, debrief the activity. Ask for volunteers to share their answers to each question.

Activity Point: This activity is designed to remind participants of the various emotions teenagers feel during adolescence.



Activity: Let's Reminisce

Time: 10 Minutes

In your participant guide, turn to the activity titled *Let's Reminisce*. Think back to the time you were a teenager. Reflect on the questions and write your responses down in the space provided. You will not have to share your answers. When everyone is finished we will discuss as a large group.

Debrief

(Ask for volunteers to share their answers to each question.)

Reflection questions

1. How did you feel about yourself as a teenager?
2. How did you make friends?
3. What things did you do to exercise your independence from your parents?
4. What groups were you involved with?
5. How did you feel most of the time?
6. Did you exhibit behavior you have since changed your mindset about?

As we continue our discussion today, keep in mind the many emotions you felt as a teenager and the support (or lack of) you had. Now imagine experiencing those emotions and getting arrested and placed on probation. Juveniles in our system, in addition to experiencing typical adolescent benchmarks, likely will have experienced additional challenges, like trauma, neglect, abuse, or environmental factors which directly impacts delinquency and development. Adverse childhood experiences (ACEs) or traumatic events are directly related to developmental delays and can contribute to a wide range of health risks later in life. In the juvenile justice system, 90% of juveniles have experienced at least one ACE, with the average being six. We must keep this in mind as we understand adolescent development and behaviors occurring during that time.

You will learn more about ACEs and their impact in the course *Trauma-Informed Care | A Focused Approach*, but for today, we will focus on various benchmarks adolescents experience, including:

- Physical development
- Social development
- Behavioral development
- Emotional development
- Cognitive development

Let's begin with physical development.



Slide 4: Physical Development

Instructor's Corner:

PG: 6

Trainer Notes:



Physical Development

Physical changes that happen to typical teenagers can cause stress as their bodies begin to look less like a child's and more like an adult's. Puberty typically begins during early adolescence and involves the release of hormones that have been inactive during early childhood. There are three typical levels of adolescent growth, including:

- Early Adolescence | Ages 11-13
- Middle Adolescence | Ages 14-18
- Late Adolescence | Ages 19-21

Regardless of the ages listed here, the actual age at which each level is reached is an individual process. Individual growth rates are due to an increase in hormones which trigger the development of either male or female physical characteristics, early or later in adolescence.

Male development

Boys generally begin puberty between 9 and 15 years of age. The process usually begins two years later than girls and gives boys more of an adult male physical shape.

Q: What are some physical developments boys typically experience during puberty? *(Elicit responses.)*

(Click each development as you talk about it.)

During this time, boys typically develop the following:

- muscles, heart, and lungs enlarge dramatically
- increase in number of red blood cells (which cause the muscles to grow)
- testicles and scrotum grow and penis begins to lengthen
- night time secretions, commonly known as wet dreams, begin
- dramatic growth in strength, speed and endurance
- height increases
- voice changes
- chest, arm pit, pubic, leg and facial hair begin to grow

Q: What questions do you have about boys and physical development? *(Elicit responses.)*

Female physical development

In general, girls begin puberty between ages 8 and 13. They typically begin the process two years earlier than boys. This transformation gives girls more of an adult woman's physical shape.

Q: What are some physical developments girls typically undergo during puberty?

(Elicit responses.)

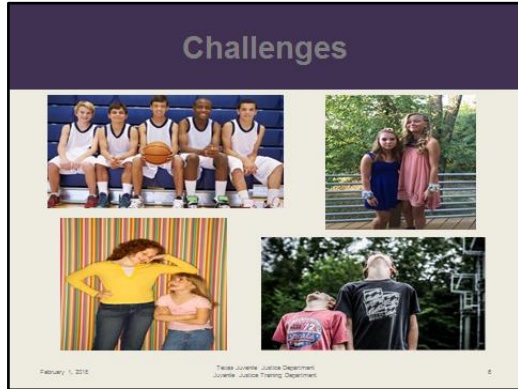
(Click each development as you talk about it.)

During this time, girls normally develop the following:

- fat deposit increase in hips, legs and arms
- breast development
- menstrual cycle, i.e. period begins
- strength, speed, and endurance improve gradually and steadily
- height increases
- voice changes
- leg, arm pit, and pubic hair

Q: What questions do you have about girls and physical development? *(Elicit responses.)*

There are some challenges associated with physical development. Let's talk about those.



Slide 5: Challenges

Instructor's Corner:

PG: 7

Trainer Notes:



Challenges

Puberty is something we all go through. It is generally an awkward time for teenagers and coupled with trying to fit in with peers, it can be highly uncomfortable for some. Behavioral problems can occur with boys and girls if they encounter puberty before or after other peers, often called early or late blooming. Let's explore what happens with boys who experience puberty either early or late.

(Inform participants not all of the following are listed in participant guide.)

Boys | Early Bloomers

- Often assumed to be more mentally and emotionally mature
- Assigned more leadership roles
- Valued by peers in sport activities because of increased strength and speed
- Clear, confident self-image
- More popular with peers

Of course for an early bloomer, these advantages may be welcome, but with them

can come some psychological disadvantages, like depression, anxiety, or feelings of hostility. We have to remember that despite them developing early and their ability to excel in certain areas, boys who experience puberty early may not want to participate in certain activities, may not want to be a leader, and may feel undue pressure to do so. It is important to treat all children equitably, meaning they are provided with what they need to be successful. This notion of equitability is discussed in depth in the mandatory course, *Cultural Competency Module 1 | Cultural Equity*. What about late bloomers? (*Rhetorical question.*)

Q: What do you think are some challenges boys who experience puberty later deal with? (*Elicit responses.*)

Boys | Late Bloomers

- Often experience self-consciousness or embarrassment because of underdevelopment
- Lower self-esteem than peers

Low self-esteem may lead to depression and maladaptive behaviors, such as substance use, or eating disorders. It's important for these juveniles to be consistently reassured they are not "less" than their peers, simply because of their size.

Girls | Early Bloomers

- Assumed to be mentally and emotionally more mature

- Often associate with an older crowd
- Begin dating earlier than peers
- May be pressured into sexual experiences before they are ready
- May seem tall for their age early on, but stop growing before their peers

Some of these perceived “advantages” are not really that; some of these may actually be dangerous for a young girl, particularly being pressured to participate in sexual activities before they are ready. Like boys, girls experiencing puberty late may also feel awkward around their peers, suffer from depression, anxiety or eating disorders, may be teased, and may feel self-conscious and develop a poor body image.

Q: Why do you think juveniles’ changing bodies affect their self-image?

A: Physical changes, including things like body odor and acne, can cause a considerable amount of insecurity in juveniles. Some may even experience guilt, shame, and embarrassment because of the physical process their bodies go through.

Because developing early or late could lead to maladaptive behavior, involvement in the juvenile justice system may occur. Juveniles involved in our system not only are coping with physical changes their bodies are going through, but also with the circumstances of their lives, which could be chaotic or lack supervision. We will talk about how adolescent development can impact delinquency a little later.

Q: What questions do you have about physical development and the challenges it could cause for juveniles? (Answer questions, if any).

Let's move on and discuss the second adolescent developmental benchmark, social development.



Slide 6: Social Development

Instructor's Corner:

PG: 8

Trainer Notes:



Social Development

Social development is the process of learning to interact with others. Due to hormones released during puberty, teenagers often experience a variety of mixed emotions, including feelings of moodiness, anger, depression, and sensitivity as they move through this time of change. As teens are developing socially, they are constructing peer relationships, including romantic partners, developing their self-identity, which often includes exploring their culture, gender, and sexuality (which will be explored in the *Gender and Sexuality | A Changing Perspective* course), and learning how they want to present themselves to the world. Being accepted during the teen years is very important; it often is the driving force in creating a sense of belonging and building self-esteem.

Q: What are some ways juveniles establish a sense of self? (*Elicit responses.*)

Creating a social identity may include:

- Building and maintaining friendships

- Recognizing ways in which they identify with regard to gender and sexuality
- Moving away from the safety of parents and making independent decisions
- Attending various social events

These skills are particularly important because they will be used with every interaction juveniles have with others, throughout adulthood.

(Click for social isolation picture to appear.)

Q: What happens though, if a juvenile does not develop socially, does not have social skills, or is socially awkward? *(Elicit responses.)*

If a juvenile is socially awkward, doesn't fit in, and does not know how to talk with people, they could quickly fall into maladaptive behaviors and could lead to:

- Isolation

With no friends to associate with or if a juvenile identifies as lesbian, gay, bisexual, or transgender (LGBT), being alone may be the only perceived option.

- Substance use

Depression, sadness, and isolation may lead to the use of substances, to either self-medicate or escape reality.

- Truancy

It is often easier to avoid school because of bullying, low grades, or lack of peers.

- Aggression

If a juvenile is being bullied, they may have to fight to protect themselves.

Lack of connections can also lead to anger.

- Lack of trust | Self-esteem

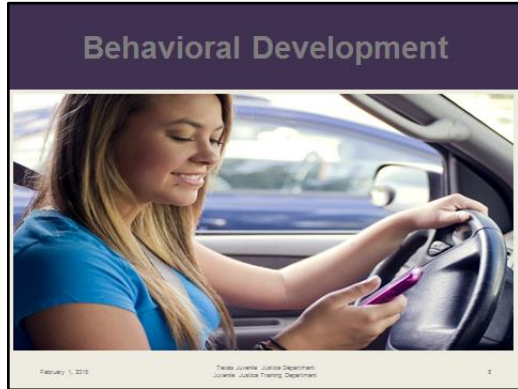
If a juvenile is mistrusting of everyone, often caused by trauma, it will be even harder to make social connections and feel good about themselves.

- Skewed view of images in the media

Television and movies often convey unrealistic relationships, violence, and inappropriate role models, which juveniles with a lack of social development could compare themselves to or cause them to create unhealthy relationships. Again these harmful comparisons may lead to maladaptive behaviors.

Q: What questions do you have about social development? (*Elicit responses.*)

Let's move on and talk about behavioral development.



Slide7: Behavioral Development

Instructor's Corner:

PG: 8

Trainer Notes:



Behavioral Development

With behavioral development, adolescents typically develop the following:

- Ability to relate to others
- Capacity to defer gratification
- Use of better judgment in decision-making
- Ability to develop a realistic view of themselves

Adolescents also often establish these skills by taking risks, a natural part of puberty. Taking some risks is actually a good thing; it helps with growth and awareness.

Q: What are some examples of healthy risks juveniles may take? (*Elicit responses.*)

Healthy risk-taking

(*Click for picture to appear as you talk about each of the following.*)

Healthy risk-taking behaviors may include:

- Pushing the body | contact sports, rock climbing, skateboarding
- Expanding Mind | learning a new language, traveling abroad, or taking a challenging class
- Nurturing the spirit | volunteering, learning about a new lifestyle, or helping others

All of these examples have some element of risk but they develop character and may actually inspire other peers to take part in the same kinds of activities.

Juveniles involved in the juvenile justice system may not have access to options for healthy risk-taking and may choose risks which often end in arrest and subsequent supervision. When working with these juveniles, it's important to encourage them or teach them how to pursue appropriate risks and avoid the ones which could land them in more trouble.

Q: What are some examples of unhealthy or dangerous risks juveniles may take?

(Elicit responses.)

(Inform participants not all of the following risks are listed in the participant guide. Click for risk taking picture to appear as you talk about the following.)

Dangerous risk-taking

- Addictions | tobacco, alcohol, illegal drug use, or robotripping(abusing cough medicine)

- Driving recklessly | high speeds, under the influence
- Gang activity | illegal activity, substance use
- Illegal activity | vandalism, theft
- Physical altercations | fights, robbery
- Running away
- Sexual promiscuity | hook-up culture, unprotected and varied forms of sex
- Social Media | distressing images or content, bullying, harassment, stalking
- Thrill Seeking | car surfing, choking game, playing in traffic, jumping from heights, challenges

Q: What leads juveniles to take these dangerous risks? *(Elicit responses.)*

(Click for the following to appear as you talk about them.)

There are several reasons why juveniles decide to take these risks, including:

- Peer pressure
- Media | television, movies, videogames, glamorization of risk taking
- Mental health disorders
- Low self-esteem
- Inadequate | absent role models
- Boredom | excitement
- Rebellious
- Feeling invincible
- Substance use
- Trauma

Q: What questions do you have about juveniles and risk-taking? (*Answer questions, if any.*)

Let's move on and talk about emotional development in adolescents.



Slide 8: Emotional Development

Instructor's Corner:

PG: 9

Trainer Notes:



Emotional Development

During emotional development, juveniles are learning how to deal with stress and manage their emotions. As we said earlier, teenagers are often moody, feeling happy one minute and angry the next. Because social development is taking place simultaneously with emotional development, teens are often grappling with their self-identity and reconciling that with what they believe others think they should be. As a result, their self-esteem can suffer because the two ideas may be different. Low self-esteem can often develop into:

- Feelings of depression
- Insecurity
- Unrealistic expectations
- Excessive shyness

When supervising juveniles who may be suffering from low self-esteem, we can guide them in identifying and exploring their interests, talk with them about how to solve problems effectively, and encourage them when they are fearful of something, like making new friends or breaking up with someone.

Managing emotions is often known as developing “emotional intelligence.” This is how someone relates to others and how stress is dealt with. It’s important juveniles learn how to be emotionally intelligent because it will provide future benefits, both in the work place and in their personal lives. Some key skills when developing emotionally include:

- Recognizing and managing emotions

A juvenile must become aware of exactly what they are feeling and be able to articulate it. Doing that can provide adults with more opportunities to better help them in situations and offer options to deal with the problem. Failing to cope with emotions appropriately may lead to substance use, withdrawal, or depression.

- Developing empathy

Teaching empathy is important when communicating with others. Often teens don’t know how to read other people’s feelings, leading to miscommunication. Empathy can be taught by stressing how others have to cope with stressors, such as racial or gender-identity discrimination.

- Learning to resolve conflict constructively

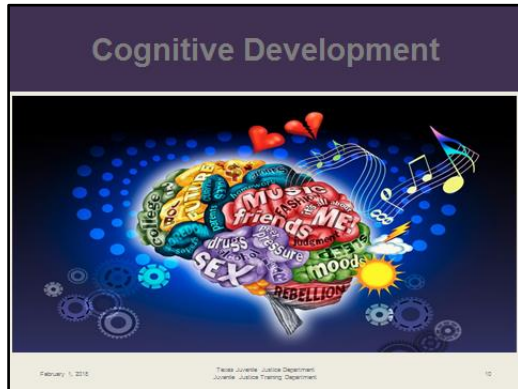
When dealing with conflict, juveniles need to learn how to articulate why they are upset and identify positive solutions to a problem.

- Developing an appreciation for teamwork

The art of working with others is another skill juveniles will use well into adulthood. One person cannot do everything alone; working with a team almost always produces a much better product, especially with varied, diverse viewpoints.

Q: What questions do you have about emotional development? (*Answer questions, if any.*)

Let's look at another adolescent benchmark, cognitive development.



Slide 9: Cognitive Development

Instructor's Corner:

PG: 9

Trainer Notes:



Cognitive Development

During adolescence, rapid connections occur in the brain almost as if it's "under construction."



Let me show you a video about the teenage brain and misconceptions adults make about teens. Listen as Laci Green explains why teens tend to act the way they do and jot down anything she says that stands out to you.

(Click to play video entitled The Teen Brain: Under Construction. Length of video is 2 minutes 44 seconds.)

Q: What information stood out to you in the video? *(Elicit responses.)*

The brain is an impressive organ; it's responsible for all of our behaviors, interactions, and attitudes. During cognitive development, most juveniles are better able to think abstractly and are better at solving problems. Despite these

achievements, adolescents are often misunderstood by adults simply because they time and again argue for the sake of arguing, jump to conclusions, are self-centered, think adults are wrong about everything, and are often overly dramatic.

Because adults do jump to conclusions about challenging behavior, they may seek medical treatment for adolescents, simply because they are at their wits end. As juvenile justice professionals, it is essential for us to recognize certain behaviors in juveniles rather than jumping to conclusions, and refer juveniles for appropriate services. This may mean referring for a psychological evaluation, or perhaps an evaluation for medication. In our field, medical professionals are often sought for their expertise with juveniles we work with. You will need to understand the different specialties available for juveniles, particularly, in the areas of neurology, psychology, and psychiatry. Even if you do not work with these medical professionals specifically, a basic understanding is necessary when determining what services juveniles are receiving.

Q: What do you think the difference is between neurology, psychology, and psychiatry? (*Elicit responses.*)

Neurology is the study of the brain and nervous system. Neurologists treat stroke patients, as well as patients with epilepsy, Parkinson's disease, and hundreds of other neurological issues.

Psychology is the study of the mind and behaviors. Treatment comes from a behavioral approach and psychologists provide counseling, therapy, coping skills, and tools for behavior modification.

Psychiatry is the study of mental illnesses; from prevention to treatment and comes from a biological approach. Psychiatrists provide medication to fill in the gaps for brain chemicals not being transmitted properly.

Let's do a quick activity to further explain the differences between the three areas of study.



For Your Eyes Only – Activity: Name that Specialist

1. Individually, have participants fill in which type of doctor the person in the scenario would need to seek.
2. Once finished, ask different participants to share their answers.
3. After a participant shares an answer, reveal whether the answer is correct or not and encourage participants to correct their answers.

Activity Point: This activity is designed to provide an in-depth understanding of the types of issues various medical professionals treat.



Activity: Name that Specialist

Time: 5 Minutes

In your participant guide, turn to the activity titled *Name that Specialist*. Decide which type of doctor the person would need to seek for treatment and fill in the blank with your answer. When everyone is finished, we will discuss as a large group.

DEBRIEF

Scenarios

1. Emily recently saw her friend get shot. She needs to talk to someone about her feelings and develop coping strategies to deal with what she saw.

| **Psychologist**

2. David is depressed because his girlfriend recently broke up with him. It has been two months and he has not gotten out of his funk. He has a counselor but it does not seem to be working.

| **Psychiatrist**

3. John recently hit his head while skateboarding and requires brain surgery.

| **Neurologist**

Q: What questions do you have regarding the areas of neurology, psychology, and psychiatry? (*Answer questions, if any*).



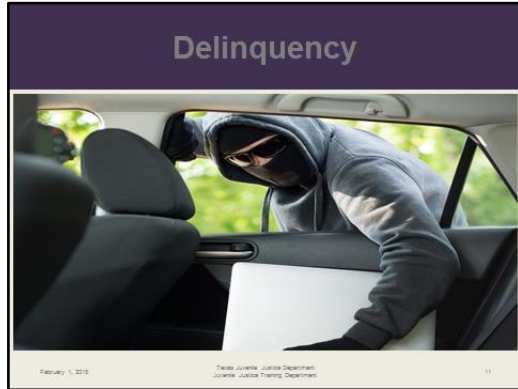
There are some specific parts of the brain which affect juvenile behavior. The prefrontal cortex, located in the front of the brain is responsible for executive functions, such as judgment, planning, and strategizing. Typically, the cortex is rapidly changing until the mid-twenties. The amygdala, located in the center of the brain, is key in the formation of emotional memory.

Q: What does this information tell us about adolescent behavior, particularly juveniles we supervise? *(Elicit responses.)*

Because juveniles have more activity in the amygdala, or emotional center, they most often respond to situations using their emotions rather than their better judgment, directly impacting their decisions.

Q: How will this information about cognitive development impact how you will supervise juveniles? *(Elicit responses.)*

Remember, these developmental benchmarks are necessary as juveniles' transition to independence successfully. We now know, because of the brain and other factors, juveniles may not always make the best decisions. Let's look at specific ways these benchmarks and their subsequent behaviors may cause delinquency.



Slide 10: Delinquency

Instructor's Corner:

PG: 10

Trainer Notes:



DELINQUENCY

All juveniles want to be treated like adults, but as we know, because of developmental differences, specifically with brain maturation, they often make decisions adults would never make. Immature and reckless behavior often leads juveniles straight to the juvenile justice system. Not all teenagers end up engaging in delinquent behavior, but the ones who do, do so because of many of the following:

- Poor decision making

Juveniles often do not process information quickly, causing them to simply react when faced with making a choice. You often hear juveniles say the next thing they knew, they were participating in a crime, almost as if they can't believe they did it. Juveniles often don't think of the consequences of their actions, they just think of the here and now.

- Failing to think of the future

Juveniles often do not think about how the things they do now will affect them later. Juveniles who have experienced trauma have an even more difficult time doing this. Because juveniles think of the here and now, they are

often not scared of what will happen to them.

- Succumbing to peer pressure

Earlier we talked about how important popularity and being liked is to a juvenile. If committing a crime, using drugs, or engaging in delinquent behavior, such as gang activity will somehow make a juvenile “cool,” they will likely do it without a second thought.

- Dangerous risk taking

We also talked about this earlier. Juveniles often engage in risky choices, failing to consider the ramifications and just wanting the thrill of their choice. The thought of driving fast, for example, is far more thrilling than thinking of the aftermath, like being in an accident or going to jail.

- Lack of self-control

During adolescence, juveniles are learning how to control themselves and their emotions. In addition, because of their increased hormone levels, they are often moody and irritable, which may increase the impulse to do something wild.

- Lack of self-identity

Self-identity is a key benchmark during social adolescent development. If a juvenile has no idea who they are, they are highly likely to engage in various behaviors, some of them risky, to figure that out.

Q: What other factors could lead juveniles to delinquent behavior? (*Elicit responses.*)

While supervising juveniles, understanding adolescent development and behavior allows us to make decisions based not just on the crime, but on an individual juvenile's needs. We must always be mindful of whether we are recommending harsh consequences and whether the consequences are appropriate for the situation.

We know all teens don't end up being arrested, but what keeps them out of trouble? (*Rhetorical questions.*) It comes down to the environment juveniles are raised in. Parental support for example, greatly reduces the likelihood of delinquent activity. Keeping juveniles busy with activities, such as sports or other hobbies reduces idle time, which is a key factor in participating in illegal activity. The opposite can be said for juveniles living in a lower socio-economic area or in poverty. Remember, the more ACEs a juvenile has endured, the higher the chance of delinquent behavior and other mental or physical issues.

Remember, juveniles in the juvenile justice system have experienced an average of six ACEs and with the addition of adolescent benchmarks and their impact on behavior, their risk of delinquent behavior is significantly higher. Because of that, we have a duty to provide them with some supportive strategies they can use when they are in our care and when they re-enter the community. Let's discuss some of these strategies now.



Slide 11: Support Strategies

Instructor's Corner:

PG: 11

Trainer Notes:



Support Strategies

Although we cannot predict what juveniles have gone through in their lives, nor can we stop the anxiety caused by normal developmental changes, we can encourage them and empower them with positive coping skills.

(Click for each coping skill picture to appear as you talk about them.)

- Promote resilience

When talking with juveniles, their strengths should be highlighted often and their resilience or the ability to recover in the face of adversity or trauma supported. When juveniles want to make changes in their lives, we can guide them with making the best decisions. Encourage relationships with positive and supportive family members and connections with the community. The more positive influences in a juveniles life, the less likely they are to be involved in delinquent behavior.

- Avoid adultism

Adultism is defined as behaviors and attitudes based on the assumption adults know better than young people and are entitled to impose sanctions on them without their consent. As adults, we typically think we know better than children in all areas, simply because we are older. Juveniles often do not have a say in what happens to them because we as adults know best. Despite knowing what we do about adolescent development, teenagers are often thought of as immature, often are punished for their actions, and their opinions are, in many cases, not taken seriously. How many times have we told a juvenile that they are being childish or they have an attitude problem? (*Rhetorical question.*) As juvenile justice professionals, we must be mindful of treating juveniles with respect and consider them in the decision-making process. Some tactics to avoid adultism include:

- Actively listen to juveniles without judgement. This not only builds rapport, but makes juveniles feel they are valued.
- Ask questions for clarification.
- Validate juvenile feelings.
- Offer guidance and support, in part by providing accurate information.

- Encourage exercise | physical activity

Being active not only is important for maintaining a healthy weight and bone density, it also reduces levels of cortisol, which in high levels can cause health problems. Further, during adolescence, appearance and body image are highly important to juveniles and exercise or involvement in sports activities may lower anxiety about body image. Sport activities also promote team building, confidence, and an opportunity to make new friends.

Encourage juveniles to be active. Refer to sport programs, whether in the community or at school. If a juvenile is in a juvenile facility, physical activity is also necessary, in fact, the Texas Administrative Code Chapter 343 mandates all facilities have a physical training program for juveniles. Juveniles should be encouraged to participate in these activities, with exception to extreme weather conditions and medical exemptions. Juvenile supervision officers should be sure juveniles drink plenty of fluids during physical activity and be mindful of what to do in emergency situations, such as heat stroke, heat exhaustion, or dehydration.

- Identify interests

When juveniles pursue things which are of interest to them, their self-esteem will improve. We can not only encourage juveniles to pursue these interests, but also provide resources they may not know about. Encourage juveniles to pursue their interests instead of spending all of their free time on social media. Often, juveniles spend much of their time on social media, which can become unhealthy if they have no other outlets. Being online all the time also lowers verbal communication skills, needed throughout adulthood. Even when in juvenile detention or a residential facility, juvenile supervision officers can talk with juveniles about their interests, encourage participation in team-building activities and provide suggestions for activities when juveniles are released. Hearing a new idea from a person of respect may spark interest in a juvenile and lead to it being pursued upon release.

- Make appropriate referrals

When forming relationships with juveniles, we begin to determine what their needs are. If a juvenile is socially awkward, you can not only talk with him

(or her) about how to navigate social situations, but you can refer the juvenile for counseling to work through those anxieties with a professional. It may be determined the juvenile needs medication. If a juvenile is in detention and you notice changes in behavior, such as withdrawal, isolation, or extended sadness, make sure to document the juvenile's behavior and inform medical professionals immediately of the situation.

- Advocacy

We must be advocates for juveniles we work with, in part by partnering with all stakeholders involved with a child. For example, school is where juveniles spend much of their time. If they are having a hard time, whether with school work, peers or bullying, you should have a relationship with the school staff, such as the counselor, teachers, and administration to help reduce the school-related problems. The same can be said for counselors, Child Protective Services workers if applicable, coworkers, and families. For juveniles in detention, the same standard applies. Juvenile probation and supervision officers must be advocates for juveniles. This means contacting medical services if you notice something different with a juvenile, talking with teachers if a juvenile is struggling, or counselors to provide daily updates on a juvenile's mood.

Q: What other strategies can we use with juveniles dealing with adolescent development? (*Elicit responses.*)

Remember, juveniles are experiencing many changes during adolescence and even if they are in the juvenile justice system, they can still learn appropriate coping skills

from supportive adults in their lives. Oftentimes we may be the only people to encourage and empower juveniles. Treating them with respect and making decisions that are equitable, or based on their needs is how we can help them with their transition to adulthood.

Final Thoughts

Make no mistake, adolescence is a war. No one gets out unscathed.
- Harlan Coben

- Adolescence is a time of rapid change.
- Lack of maturation in the brain may lead juveniles to the juvenile justice system.
- Juveniles, along with a strong support system, can transition to adulthood with the ability to cope appropriately.

February 1, 2018 Texas Juvenile Justice Department Juvenile Justice Training Academy 12

Slide 12: Final Thoughts

Instructor's Corner:

PG: 12

Trainer Notes:



Final Thoughts

(Have different participants read one bullet point each.)

In closing, when you leave today remember:

- Adolescence is a time of rapid change, often the cause of impulsivity and flawed decision making.
- Lack of maturation in the brain may lead juveniles to the juvenile justice system.
- Despite behavior caused by adolescent development, juveniles, along with a strong support system, can transition to adulthood with the ability to cope appropriately.

Thank you for your participation in the *Adolescent Development and Behavior* course today.